

The story "Excerpt from *Mr. Revere and I*" and the article "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*" are written from different points of view. How do the different points of view affect the understanding of the events surrounding the Boston Tea Party? Use details from **both** passages to support your response.

In your response, be sure to

- explain the point of view presented in "Excerpt from *Mr. Revere and I*"
- explain the point of view presented in "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*"
- explain how the different points of view affect the understanding of the events surrounding the Boston Tea Party
- use details from **both** passages to support your response

In the story, "Excerpt from Mr. Revere and I", and the article, "Excerpt from The Many Rides of Paul Revere: The Boston Tea Party" They both talk about the topic of the Boston Tea Party but in different points of view.

In the story "Excerpt from Mr. Revere and I" it is told in first person point of view which means that the narrator is also a character. This point of view is different because this person not only is telling the story but was part of the excitement and also a character. It states, "It was late one evening when we

got back to Boston..."

In the article "Excerpt from the many rides of Paul Revere: The Boston Tea Party" It was told in third person point of view, which means that the person is the narrator ~~and~~ <sup>but</sup> not a character also. It states, "Ships filled with cargoes of tea were already sailing toward American Ports".

Having different points of view means that you are seeing two different sides of the story, someone might know more, and someone might know less.

As you can see, having different points of view can be a good and different thing.

### Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*They both talk about the topic of the Boston Tea Party*). The response demonstrates grade-appropriate analysis of the texts (*told in the first person...which means the narrator is also a character and told in third person...which means that the person is the narrator but not a character*). The topic is developed with relevant information from the texts (*this person not only is telling the story but was part of the excitement and also a character...It was late one evening when we got back to Boston and ships filled with cargoes of tea were already sailing toward American Ports*). The response exhibits clear organization with the use of appropriate transitions to create a unified whole (*In the story, It states, In the article, which means, As you can see*). A formal style is established by using precise language and domain-specific vocabulary (*different points of view means that you are seeing two different sides of the story*). The concluding statement follows from the topic and information presented (*having different points of view can be a good and different thing*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*veiw, narrator, Ports*) that do not hinder comprehension.